
2003-2004 *No Child Left Behind*—Blue Ribbon Schools Program
Cover Sheet

Name of Principal **Mr. Harry Dolen**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Bernardo Yorba Middle School**
(As it should appear in the official records)

School Mailing Address **5350 Fairmont Boulevard**
(If address is P.O. Box, also include street address)

Yorba Linda **CA** **92886-4446**
City State Zip Code+4 (9 digits total)

Tel. **(714) 970-0650** Fax **(714) 970-1647**

Website/URL **www.byms.org** E-mail **hdolen@pylusd.k12.ca.us**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* **Dr. Dennis Smith**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Placentia-Yorba Linda Unified School District** Tel. **(714) 985-8401**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson **Mrs. Carol Downey**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state’s adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disability Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 - 20 Elementary schools
 - 5 Middle schools
 - 0 Junior high schools
 - 5 High schools
 - 2 Other (Briefly explain) – Parkview Adult Ed.
 - 32 TOTAL
2. District Per Pupil Expenditure: \$6,669
 Average State Per Pupil Expenditure: \$6,837

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
4. 2 Number of years the principal has been in her/his position at this school.
8 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school: as of 9/26/03

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	0	0	0	7	251	221	472
1	0	0	0	8	289	245	534
2	0	0	0	9	0	0	0
3	0	0	0	10	0	0	0
4	0	0	0	11	0	0	0
5	0	0	0	12	0	0	0
6	0	0	0	Other	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1006

6. Racial/ethnic composition of the student in the school:

74.8 % White
1.3 % Black or African American
12.4 % Hispanic or Latino
10.6 % Asian/Pacific Islander
.6 % American Indian/Alaskan Native

7. Student turnover, or mobility rate, during the past year: 11.6%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	42
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	65
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	107
(4)	Total number of students in the school as of October 1	1002
(5)	Subtotal in row (3) divided by total in row (4)	.116
(6)	Amount in row (5) multiplied by 100	11.6%

8. Limited English Proficient students in the school: 3.6 %

36 Total Number Limited English Proficient

Number of languages represented: 14

Specify languages:

Spanish Farsi
Korean Punjabi
Mandarin Russian
Vietnamese Thai
Filipino Urdu
Japanese Assyrian
Armenian One other non-English

9. Students eligible for free/reduced-priced meals: 9%

92 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9%

92 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>8</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>41</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>12</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u> </u>
Classroom teachers	<u>36</u>	<u> </u>
Special resource teachers/specialists	<u>3</u>	<u>4</u>
Paraprofessionals	<u> </u>	<u>9</u>
Support staff	<u>9</u>	<u>3</u>
Total number	<u>51</u>	<u>16</u>

12. Average school student-“classroom teacher” ratio: 32.6 to 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001
Daily student attendance	95.9%	96.2%	95.5%
Daily teacher attendance	96%	97%	96%
Teacher turnover rate	10%	8%	10%
Student dropout rate	0%	0%	0%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Bernardo Yorba Middle School located in suburban Yorba Linda, California, currently serves approximately 1000 seventh and eighth grade students in newly modernized buildings (now wired with LAN) that were constructed in 1970 on land first granted by the Mexican government to Don Bernardo Yorba in 1834.

Faithful to the guiding principles of “No Child Left Behind,” Bernardo Yorba Middle School’s mission is to provide educational opportunities that challenge each student academically and foster appropriate physical, emotional and social development. Our educational program seeks to instill the realization and acceptance of individual and collective responsibility with mutual respect, and to develop critical thinking and problem solving skills necessary for successful participation as a contributing member of our changing society and world community.

All stakeholders support this mission. The staff of Bernardo Yorba, which includes forty highly-qualified teachers and a strong support team of administrators, secretaries, custodians, instructional aides and campus supervisors, is committed to helping each child achieve his or her very best. To encourage student success, a priority is placed on teacher collaboration, professional growth, and communication. Teachers meet monthly for staff development sessions, where goals are set and instructional strategies developed to maximize student achievement. In addition, the staff receives technology training and plans strategies for enhancing the educational offering. A Leadership Team, headed by the principal, plans each of these staff development sessions. Dedicated Bernardo Yorba teachers also serve on School Site Council, Curriculum Council, Superintendent’s Council, and demonstrate leadership on numerous district committees and task forces devoted to specific tasks that impact students. The staff is also active in professional organizations, such as the Council for Exceptional Children, Orange County Reading Association, National Council of Teachers of English, California Association for the Gifted, California Math Council, Southern California Vocal Association, and the California League of Middle Schools.

The parents affirm the school mission as well. They actively participate in School Site Council, PTA, Career Day, ASB activities, and field trips. They give generously to ASB, show a supportive presence at school activities, support and encourage their children’s participation in challenging contests, broadly support Back-to-School and Open House, and support the charitable efforts of the ASB reaching outside the community. Parents also partner with teachers at conferences, find ways during the year to encourage teachers, and are the foundation for student success.

The students themselves are the most important stakeholders in Bernardo’s mission. Each participates in seven periods, combining core classes with a rich offering of electives, including visual and performing arts, foreign language, Shakespeare, speech and drama, and a state-of-the-art experimental technology lab. On a given day, students might be performing in the award-winning band, jazz band, or orchestra, shooting archery in P.E., operating a robot or wind tunnel in the technology lab, creating a power point, drafting a speech, interacting with a Gifted and Talented Education presenter on falconry, competing in a prestigious math or social science contest, creating or updating a web site, field-testing an aeronautical design in science, playing an intramural sport, taking an Accelerated Reader test, word-processing an article for the *Bernardo Buzz* in one of the well-equipped computer labs, receiving tutoring to increase proficiency, or counseling, if at risk of retention.

Bernardo Yorba Middle School’s academic focus, quality programs, reputation, parent support, student achievement, and outstanding staff continue to be sources of pride for its community. In 1994 and again in 2003, BYMS was recognized as a **California Distinguished School**. As a “Total Learning Community,” Bernardo Yorba maintains its commitment to providing each student with a variety of educational opportunities and experiences for reaching his or her full potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Bernardo Yorba uses a variety of assessment strategies to monitor student learning and determine proficiency. Three summative tests are specifically given annually to gauge the school's instructional strengths and weaknesses. The three tests are: 1) the **California Achievement Test, 6th edition (CAT6)**, which is a norm referenced test; 2) the **California Standards Test (CST)**, which is a criterion-referenced test; and 3) **District Multiple Measures (DMM)**, proficiency tests in writing and math. The **CAT6** ranks students and measures their achievement against other students across the nation. The **CAT6** replaced the Stanford Achievement Test, ninth edition in the 2003 testing cycle. No direct comparisons between the tests can be made because the tests are published by two different companies, were developed at different times, and use different national groups of students as the comparison groups.

The **CST**, a state mandated test for all seventh and eighth grade students, is aligned with the State Content Standards for each grade level, and yields a percent score for each student. **CST** proficiency is reported in these five categories: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. State criteria for having mastered the Standards, requires students to score in the Proficient and Advanced categories. This assessment shows how well our students have performed in comparison to the Content Standards. **DMM** assessments are district designed tests to provide a quick appraisal of student learning to improve instruction. All three summative assessments furnish measures to assess progress against the rigorous standards of our district and state, plus compare our students to the rest of the nation.

The results from these tests drive our school's Single Plan for Student Achievement decision-making process. Bernardo Yorba students scored significantly higher than the state average the past three years, which places us in the top 10% of schools throughout California. On the **CAT6** our students are well above the 50th percentile that is the grade level standard. In reading, our 7th graders averaged 72% compared with the state average of 45% and our 8th graders averaged 63% to the state's 41%. Math results were equally as impressive with both grades averaging 78% compared with the state average of 47%.

For the past two years, the state has placed extra emphasis on the **CST** for schools to show annual yearly progress for all students. Last year, the state average for students scoring "Proficient" and "Advanced" in Reading/Language Arts was 36% in 7th and 30% in 8th, as compared to Bernardo Yorba's 69% and 53%. In math, the state average for 7th was 30% compared to our 59% and in 8th the state average was 26% to our 71%.

Students also perform at high levels on the **DMM**. Progress in writing is evaluated with a district-developed, grade-specific, writing prompt aligned to the State Content Standards. 66% of our students passed this test last year. Math Mastery tests aligned to the State Math Standards showed a 92% pass rate for Bernardo students.

As determined by California's Department of Education, we have no statistically significant subgroups to compare over a two-year period. This past year our Asian population is considered a significant subgroup. The Asian subgroup scores were higher than our general population. Therefore, there is no disaggregated data available for any ethnic/racial or socioeconomic groups. However, the same assessments are used to monitor the progress of all students. Particular attention is given to students in Special Education, English Language Development, gifted programs (GATE), and those considered at risk of retention. Teachers use assessments to target areas of weakness. Goals are established and strategies planned and implemented to improve these weaknesses.

Exclusion from the **CAT6** and the **CST** is granted for students with special needs who are exempted due to significant handicapping conditions. These exemptions are included on their

Individualized Education Plans. Any parent also has the right to exclude their student from mandated testing. However, they must provide the school with a written request. This waiver is kept on file in the student's cumulative record and a copy is forwarded to the State. The total number of exclusions for Special Education students and parent waivers is minimal and are noted on the attached tables.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Bernardo Yorba Middle School regards assessment data like SAT 9, CAT 6, STAR testing, Math Mastery tests, and Benchmark tests as a vital resource when determining and developing instruction for the school's population. In addition, data assessment provides the necessary information when scheduling students. The principal, assistant principal, counselor, and lead teachers also use many of these scores in determining the placement of students in several areas: GATE, language arts, math, CARE Core, and ELL.

Upon the arrival of test scores, the principal presents the data to the school, during the scheduled staff development day, in August. As a school, we determine the school's trends, strengths, and weaknesses and form school-wide goals. The staff then formulates the instructional manner to which these goals will be met; annual goals are produced and added to teachers' goals and objectives.

Individual departments confer, during departmental meetings and early morning staff development days, to review SAT 9, CAT 6, and STAR scores to identify main weaknesses. Each department forms their own goals and the instruction necessary to meet these goals. The language arts department formed a benchmark test (to be given three times annually) for vocabulary, and then use these scores to monitor student progress. The math department has formed a benchmark test for word problems in order to monitor their students' progress in this area of their curriculum.

All assessment data is scrutinized by the administration and staff to identify areas of improvement and plan guided instruction. No student population or subgroup is left unmonitored and no statistical, assessment weakness is overlooked.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Bernardo Yorba Middle School is dedicated to making parents, students, and the community aware of the achievement, the performance and success of the school. To keep parents aware of their child's performance in all areas of the curriculum, teachers hold parent conferences in the fall and teachers are available for additional conferences throughout the year. An Open House is held during the first month of the school year allowing parents to meet classroom teachers and get an overview of the year. A quarterly PTA newsletter and a recently acquired computer generated phone system are used to inform families of school news, the calendar, upcoming events, student achievement in both academic and extra-curricular venues and PTA information. Brochures and newsletters are mailed home from the principal with advice for the successful parenting of an adolescent. Parents and students are informed of progress through computer-generated reports, parent phone and e-mail contacts, mid-trimester reports and trimester grades. Along with the BYMS web site, each teacher has a web page that includes homework assignments, long-term projects, web-links, and topics of curricular interest.

The community is informed of school special events, such as musical performances, career day, athletic results, art shows, academic achievements, state test scores, through the local newspapers, district web-site, and PTA web-site. The California Distinguished School plaque is prominently displayed on the front of the school, and student successes are proudly proclaimed on the school marquee.

4. Describe in one-half page how the school will share its successes with other schools.

Bernardo Yorba Middle School has an open campus for visitors from within our district, from other districts, from local universities and for parents and community members to observe the successful and innovative programs at our school.

To provide for seamless transition from elementary school to middle school and from middle school to high school, teachers from these campuses meet annually to share student levels of mastery and successful teaching strategies.

Several members of the faculty are involved in the California Beginning Teacher Support and Assessment program (BTSA) as both mentors and beginning teachers. This program allows for the sharing of information, strategies and materials. Beginning teachers find sharing with other inexperienced teachers to be an excellent opportunity for discussing similar problems, concerns, and successes.

A number of BYMS faculty members have served as presenters for the County Department of Education, the California League of Middle Schools (CLMS), California State University at Fullerton, Chapman University, California Reading Association (CRA), California Council for the Social Studies (CCSS) Conference, National Council for the Social Studies (NCSS) Conference, and our district's Professional Development and Technology Academies. Our faculty is also active in Partners In Education (PIE), a consortium of under-performing and over-achieving middle schools. PIE gives our school and our partner schools the opportunity to collaborate with other teachers and to share successful teaching strategies and proven materials.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the description (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).**

High expectations for achievement are central to the school's mission. Students are enrolled in a seven-period day which includes a rigorous and challenging standards-based academic program that is supplemented with co-ed physical education classes that emphasize "fitness for life" and with an elective program that includes Spanish, instrumental and vocal music, art, speech and drama, technology, and other enrichment and exploratory classes.

Seventh grade students take pre-algebra, life science, language arts, world history and P.E. Each seventh grade student also takes a trimester wheel that includes health, keyboarding/word processing, and composition skills. In addition, seventh graders may begin a two-year Spanish (1A and 1B) program that is equivalent to one-year of high school Spanish.

The seven-period day for eighth graders includes algebra or geometry, physical science, United States history, language arts, P.E. and two electives. Year-long electives offer students a choice of leadership, conflict management, yearbook/publications, jazz band, performing band, orchestra, boy's chorus, vocal ensemble, Spanish 1B, advanced art, advanced speech and drama, and food/nutrition. Trimester elective choices (three classes per year-long wheel) include tech lab, computer applications, introduction to Spanish, art, crafts, home economics, speech and drama, consumer education and Shakespeare.

Identified gifted (GATE) students may attend the district's magnet school but 95% opt to remain at Bernardo Yorba. Besides being placed in specially designed honors language arts and social science classes with other high achieving students, GATE students (18.7% of the student body)

participate in a variety of enrichment activities like robotics, shepherding and oceanography demonstrations; Physics Fun Day at Knott's Berry Farm; Bridges to Tomorrow (math careers for men and women); and leadership conferences.

To ensure that "no child is left behind," the staff has adjusted the school's curriculum to meet the particular requirements of students with special needs. Students who have not mastered grade-level reading skills are placed in a two-period reading/language arts block: Comprehensive Accelerated Reading Education (CARE). English language learners spend two periods a day with a trained ELD teacher. In addition, "At Risk" students are assigned to a teacher/counselor and placed in the school's SERVE program that closely monitors their progress. The school's Special Education Department has developed a wide variety intervention programs and works closely with the rest of the staff to meet needs of students with learning difficulties from Asbergers Syndrome to dyslexia.

Bernardo Yorba teachers take great pride in using an array of traditional and contemporary instructional methods to impart its demanding curriculum. Staff training before the school year begins and at monthly meetings keeps teachers current on best instructional practices and assessment tools. Conventional tests and rubrics as well as portfolios, projects and presentations are used to determine subject mastery. Articulation with feeder schools and Esperanza High School supports continuity in learning objectives and cross-curricular and multiple-tasks lessons promotes meaningful relationships among content areas.

2. Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English language curriculum provides students with a level of literacy and fluency that prepares them to become informed and responsible citizens, proficient and flourishing members of the work force, and critical, analytical individuals within our society. The standards-driven curriculum builds a careful progression of skills in the following areas: reading comprehension, embedded in the study of significant literary works and informational reading; the writing process and writing domains; speaking and listening; grammar usage; mechanics; spelling; and vocabulary development.

Several levels accommodate the student body's diversity: Level One (honors), Level Two (grade level), CARE Core, RSP, SDC, and ELL. Each level matches best practices and strategies to student populations and follows a vertical continuum through grade levels.

For the highest-level learners and GATE students, a curriculum altered in depth and complexity, pacing, and differentiation is provided. District criteria for placement in and out of honors support the integrity of the program, thereby maintaining the greatest benefits for the students involved in this course of study.

Comprehensive Accelerated Reading Education (CARE Core) is available for selected students struggling in reading, and the placement of these students is based on percentiles on standardized tests. Approximately fifty 7th and 8th graders make up the two CARE classes. This two-period reading/language arts block provides each student with the opportunity to learn and practice a variety of reading and comprehension strategies, including Reciprocal Reading, Verbal and Visualization, Accelerated Reader, Language, and LIPS. Extensive training provides the CARE facilitators with diversified skills and techniques to effectively deliver the language arts curriculum. CARE has been offered for eight years and has successfully served hundreds of students.

To meet the needs of other students reading below grade level, RSP, SDC, and ELL programs are available, as appropriate. These students may receive placement, monitoring, accommodations and/or modifications specific to IEPs, 504 plans, and/or language-acquisition assessments.

The rich language arts curriculum, tailored to the needs of each student, enables all students to apply their acquired skills toward their future educational endeavors and life-long learning.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The social science department seeks to empower students with the knowledge derived from studying ideas, experiences, and traditions found in the world (7th) and United States (8th) history curriculum. It is the mission of Bernardo Yorba to provide students with “the critical thinking and problem-solving skills necessary for successful participation as contributing members of our changing society and world community.” To foster adolescent curiosity and questioning strategies and deliberate pacing gives students time to reflect, weigh evidence, and reach tentative conclusions. Projects like History Day, which includes a research paper and visual presentation, encourage students to explore in depth topics like the Holocaust, Women’s Suffrage, and the Civil Rights Movement, and to perceive conceptual relationships among core curriculum subjects. Competition like the “Richard Nixon Library Geography Contest” and “The Constitutional Bowl” challenge students to learn and commit to memory important facts about their society and world community.

Social science teachers also believe, as do the rest of the staff, that students should be “helped to personalize ideals and develop the ability to make reasoned moral and ethical choices.” Commitment to hard work, personal responsibility, honesty, cooperation, self-discipline, freedom, appreciation of human diversity, and learning are just as important in the curriculum as mastering content standards. Since history is replete with the accounts of individuals whose personal lives personify commitment, sacrifice, and high accomplishment and who have had to confront and resolve moral and ethical dilemmas, character development is an integral part of lesson planning and instruction.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

In response to the individual needs of students and a wide range of learning styles, teachers use differentiated instructional methods to improve student knowledge. Learning strengths and weaknesses are assessed through standardized, criterion, department and teacher-made tests before the school year begins and at various times during the year. With this information, teachers adjust their lessons to address areas of need. For example, two years ago the staff determined from its analyses of SAT9 results that teachers of every discipline needed to make a concerted effort to help students improve their academic vocabulary. Music, art, physical education, and other teachers devised lessons to reinforce content-specific vocabulary.

Before the beginning of each school year, teachers receive training on the latest teaching methods. Last August, Kate Kinsella instructed the district’s middle school teachers on “guidelines for adapting strategies for mixed-ability classrooms” and “lessons that build word attack, vocabulary, comprehension and study skills.

Individual departments and teachers stress instructional methods that they have found produce the best knowledge-retention results. The science department, as an example, uses hands-on activities and inquiry-based strategies to teach life and physical science standards. Many teachers use graphic organizers to help students learn concepts like “comparing and contrasting” and “plot development.” Most disciplines incorporate the use of computers and the “internet” to teach various curriculum objectives.

The individual learning needs of students are addressed at I.E.P. meetings, on Parent Conference Day in late October, and at all-teacher/parents/student conferences that are held at various times throughout the year.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Bernardo Yorba teachers are the catalyst for student growth and believe that all students can learn. The teachers' Professional Development Days in late August and once a month throughout the school year focus on facilitation of student learning to both meet and exceed state and district standards. During these Professional Development Days, workshops in diversity training, technology training, core-curriculum collaboration and development, student assessments, alignment of curricular areas with the state and district content standards, frameworks and guidelines, and Special Education guidance in accommodations, interventions and classroom instruction have been offered. The review of CAT 6 and Standards tests also take place at this time and is used to establish annual departmental and teacher goals.

PYLUSD's Professional Development Academy provides additional staff development opportunities not only for new teachers, but also for experienced teachers. The Bernardo Yorba staff has taken full advantage of the many types of collegial activities and training sessions offered by the academy which are primarily designed to assist new, as well as seasoned teachers who have changed disciplines. Some of the topics covered in the training sessions have been Developing Positive Parent Relationships, Critical Thinking, Winning Equations, Brain Research, and Classroom Management. In addition to these programs, Bernardo Yorba's new teachers are required to participate in a two-year introduction program, Beginning Teacher Support and Assessment (BTSA). Prior to the beginning of the year, all BTSA teachers are trained in content standards and frameworks. Each new teacher is assigned a support provider to act as his or her mentor. The BTSA professional assists the new teacher with the BTSA program materials and provides on-going support and advice. Bernardo Yorba makes every effort to bring the best education to our student body by preparing our teachers with a wide range of professional development opportunities.

PART VI – PRIVATE SCHOOL ADDENDUM

Not applicable – Bernardo Yorba Middle School is a public school.

GRADE: 7

TEST: English Language Arts – California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plan (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their students “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
% At or Above Basic	92%	86%	90%	84%
% At or Above Proficient	69%	61%	64%	59%
% At Advanced	25%	18%	27%	21%
Number of students tested	509	457	503	423
Percent of total students tested	99%	97%	99%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
2. (specify subgroup)				
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
STATE SCORES				
% At or Above Basic	69%	65%	65%	No state data available
% At or Above Proficient	36%	33%	32%	
% At Advanced	10%	7%	9%	
State Mean Score	329.5	322.8	*	

* 61.9/90; 51.9/90 = average number correct

GRADE: 7

TEST: Mathematics – California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plan (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their students “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				34.7/65= average # correct/ # possible = 53.4%
% At or Above Basic	86%	83%	87%	
% At or Above Proficient	59%	55%	60%	
% At Advanced	25%	19%	21%	
Number of students tested	511	467	513	428
Percent of total students tested	99%	100%	99%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
2. (specify subgroup)				
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
STATE SCORES				
% At or Above Basic	62%	61%		
% At or Above Proficient	30%	30%		
% At Advanced	7%	6%		
State Mean Score	324.7	328.3	33.8/65	

GRADE: 7TEST: SAT9 - TOTAL READINGEDITION/PUBLICATION YEAR: 1997PUBLISHER: HARCOURT BRACE

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student "opt out" of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child's cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000
Test Month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
Total Score	See page 17 for CAT 6 scores	70%ile	75%ile	72%ile
Number of students tested		463	491	401
Percent of total students tested		100%	99%	100%
Number of students excluded		0	0	0
Percent of students excluded		0%	0%	0%
SUBGROUP SCORES				
1. (specify subgroup)		N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 7TEST: CAT 6 – TOTAL READINGEDITION/PUBLICATION YEAR: 2000PUBLISHER: CTB/MC GRAW-HILL

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003
Test Month	APRIL
SCHOOL SCORES	
Total Score	69%ile
Number of students tested	513
Percent of total students tested	99%
Number of students excluded	0
Percent of students excluded	0%
SUBGROUP SCORES	
1. (specify subgroup)	N/A
2. (specify subgroup)	
3. (specify subgroup)	

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 7TEST: SAT9 – TOTAL MATHEDITION/PUBLICATION YEAR: 1997PUBLISHER: HARCOURT BRACE

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000
Test Month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
Total Score	See page 19 for CAT 6 scores	83%ile	85%ile	81%ile
Number of students tested		462	499	404
Percent of total students tested		100%	99%	100%
Number of students excluded		0	0	0
Percent of students excluded		0%	0%	0%
SUBGROUP SCORES				
1. (specify subgroup)		N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 7TEST: CAT 6 – TOTAL MATHEDITION/PUBLICATION YEAR: 2000PUBLISHER: CTB/MC GRAW-HILL

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003
Test Month	APRIL
SCHOOL SCORES	
Total Score	77%ile
Number of students tested	508
Percent of total students tested	99%
Number of students excluded	0
Percent of students excluded	0%
SUBGROUP SCORES	
1. (specify subgroup)	N/A
2. (specify subgroup)	
3. (specify subgroup)	

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 7TEST: SAT9 – TOTAL LANGUAGEEDITION/PUBLICATION YEAR: 1997PUBLISHER: HARCOURT BRACE

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000
Test Month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
Total Score	See page 21 for CAT 6 scores	80%ile	85%ile	80%ile
Number of students tested		464	491	400
Percent of total students tested		100%	99%	100%
Number of students excluded		0	0	0
Percent of students excluded		0%	0%	0%
SUBGROUP SCORES				
1. (specify subgroup)		N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 7TEST: CAT 6 – TOTAL LANGUAGEEDITION/PUBLICATION YEAR: 2000PUBLISHER: CTB/MC GRAW-HILL

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003
Test Month	APRIL
SCHOOL SCORES	
Total Score	66%ile
Number of students tested	513
Percent of total students tested	99%
Number of students excluded	0
Percent of students excluded	0%
SUBGROUP SCORES	
1. (specify subgroup)	N/A
2. (specify subgroup)	
3. (specify subgroup)	

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 7TEST: SAT9 – SPELLINGEDITION/PUBLICATION YEAR: 1997PUBLISHER: HARCOURT BRACE

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000
Test Month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
Total Score	See page 23 for CAT 6 scores	70%ile	74%ile	72%ile
Number of students tested		464	491	401
Percent of total students tested		100%	99%	100%
Number of students excluded		0	0	0
Percent of students excluded		0%	0%	0%
SUBGROUP SCORES				
1. (specify subgroup)		N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 7TEST: CAT 6 – SPELLINGEDITION/PUBLICATION YEAR: 2000PUBLISHER: CTB/MC GRAW-HILL

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003
Test Month	APRIL
SCHOOL SCORES	
Total Score	70%ile
Number of students tested	508
Percent of total students tested	99%
Number of students excluded	0
Percent of students excluded	0%
SUBGROUP SCORES	
1. (specify subgroup)	N/A
2. (specify subgroup)	
3. (specify subgroup)	

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 8

TEST: English/Language Arts – California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plan (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their students “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
% At or Above Basic	84%	89%	89%	87%
% At or Above Proficient	53%	57%	57%	55%
% At Advanced	19%	27%	19%	17%
Number of students tested	462	517	423	567
Percent of total students tested	99%	100%	99%	100%
Number of students excluded	1	0	2	0
Percent of students excluded	1%	0%	1%	0%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
2. (specify subgroup)				
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
STATE SCORES				
% At or Above Basic	64%	61%	67%	No state data available
% At or Above Proficient	30%	30%	32%	
% At Advanced	8%	6%	9%	
State Mean Score	324.4	320.1	*	

*** 50.9/90= average number correct**

GRADE: 8

TEST: Mathematics – California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plan (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their students “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

MATHEMATICS – ALGEBRA

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
% At or Above Basic	100%	100%	100%	* 51.4/65 average # correct/ # possible = 79.1%
% At or Above Proficient	100%	98%	97%	
% At Advanced	64%	84%	80%	
Number of students tested	72	125	54	68
Percent of total students tested	15%	24%	12%	
Number of students excluded	0	0	0	
Percent of students excluded	0%	0%	0%	
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
2. (specify subgroup)				
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
STATE SCORES				
% At or Above Basic	67%	69%		No state data available
% At or Above Proficient	39%	39%		
% At Advanced	10%	11%		
State Mean Score	336.8	327	**	

* State performance levels were not developed during this time period.

** 29.8/65= average number correct

GRADE: 8

TEST: Mathematics – California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plan (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their students “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

MATHEMATICS – GENERAL MATH

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	Not tested	Not tested
SCHOOL SCORES				
% At or Above Basic	87%	88%		
% At or Above Proficient	66%	59%		
% At Advanced	24%	11%		
Number of students tested	373	388		
Percent of total students tested	80%	76%		
Number of students excluded	1	0		
Percent of students excluded	1%	0%		
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
2. (specify subgroup)				
% At or Above Basic				
% At or Above Proficient				
% At Advanced				
Number of students tested				
STATE SCORES				
% At or Above Basic	56%	54%	No state data available	No state data available
% At or Above Proficient	24%	20%		
% At Advanced	3%	2%		
State Mean Score	311.2	307.4		

* 50.9/90= average number correct

GRADE: 8TEST: SAT9 - TOTAL READINGEDITION/PUBLICATION YEAR: 1997PUBLISHER: HARCOURT BRACE

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student "opt out" of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child's cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000
Test Month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
Total Score	See page 28 for CAT 6 scores	70%ile	70%ile	68%ile
Number of students tested		515	398	563
Percent of total students tested		100%	99%	100%
Number of students excluded		0	2	0
Percent of students excluded		0%	1%	0%
SUBGROUP SCORES				
1. (specify subgroup)		N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 8TEST: CAT 6 – TOTAL READINGEDITION/PUBLICATION YEAR: 2000PUBLISHER: CTB/MC GRAW-HILL

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003
Test Month	APRIL
SCHOOL SCORES	
Total Score	58%ile
Number of students tested	464
Percent of total students tested	99%
Number of students excluded	1
Percent of students excluded	1%
SUBGROUP SCORES	
1. (specify subgroup)	N/A
2. (specify subgroup)	
3. (specify subgroup)	

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 8TEST: SAT9 -TOTAL MATHEDITION/PUBLICATION YEAR: 1997PUBLISHER: HARCOURT BRACE

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student "opt out" of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child's cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000
Test Month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
Total Score	See page 30 for CAT 6 scores	80%ile	79%ile	78%ile
Number of students tested		516	399	561
Percent of total students tested		100%	99%	100%
Number of students excluded		0	2	0
Percent of students excluded		0%	1%	0%
SUBGROUP SCORES				
1. (specify subgroup)		N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 8TEST: CAT 6 – TOTAL MATHEDITION/PUBLICATION YEAR: 2000PUBLISHER: CTB/MC GRAW-HILL

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003
Test Month	APRIL
SCHOOL SCORES	
Total Score	73%ile
Number of students tested	464
Percent of total students tested	99%
Number of students excluded	1
Percent of students excluded	1%
SUBGROUP SCORES	
1. (specify subgroup)	N/A
2. (specify subgroup)	
3. (specify subgroup)	

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 8TEST: SAT9 - TOTAL LANGUAGEEDITION/PUBLICATION YEAR: 1997PUBLISHER: HARCOURT BRACE

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student "opt out" of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child's cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000
Test Month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
Total Score	See page 32 for CAT 6 scores	77%ile	80%ile	74%ile
Number of students tested		516	398	563
Percent of total students tested		100%	99%	100%
Number of students excluded		0	2	0
Percent of students excluded		0%	1%	0%
SUBGROUP SCORES				
1. (specify subgroup)		N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 8

TEST: CAT 6 – TOTAL LANGUAGE

EDITION/PUBLICATION YEAR: 2000

PUBLISHER: CTB/MC GRAW-HILL

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003
Test Month	APRIL
SCHOOL SCORES	
Total Score	57%ile
Number of students tested	464
Percent of total students tested	99%
Number of students excluded	1
Percent of students excluded	1%
SUBGROUP SCORES	
1. (specify subgroup)	N/A
2. (specify subgroup)	
3. (specify subgroup)	

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 8TEST: SAT9 - SPELLINGEDITION/PUBLICATION YEAR: 1997PUBLISHER: HARCOURT BRACE

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student "opt out" of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child's cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000
Test Month	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES				
Total Score	See page 34 for CAT 6 scores	61%ile	63%ile	57%ile
Number of students tested		516	399	563
Percent of total students tested		100%	99%	100%
Number of students excluded		0	2	0
Percent of students excluded		0%	1%	0%
SUBGROUP SCORES				
1. (specify subgroup)		N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			

GRADE: 8TEST: CAT6 - SPELLINGEDITION/PUBLICATION YEAR: 2000PUBLISHER: CTB/MC GRAW-HILL

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student "opt out" of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child's cumulative record and a copy is forwarded to the State Department of Education.

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

	2002-2003
Test Month	APRIL
SCHOOL SCORES	
Total Score	73%ile
Number of students tested	462
Percent of total students tested	99%
Number of students excluded	1
Percent of students excluded	1%
SUBGROUP SCORES	
1. (specify subgroup)	N/A
2. (specify subgroup)	
3. (specify subgroup)	

If the reports use scaled scores, provide the national score (mean scored) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES				
Total Scores	N/A – Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard deviation	N/A – Percentiles were used above			